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ABSTRACT

This bibliography lists 43 citations of articles, reports, books, and chapters of interest to English and language arts teachers who teach both native and non-native speakers of English. The works cited include information on writing instruction, peer tutoring, student labeling and tracking, instructional materials, mismatch between home and school environment, bridging the cultural gap, content and formal schemata in reading, teaching approaches, rate of second language acquisition, bilingual student attitudes, empowering minority students, first and second language literacy, myths about first language acquisition, promotion of standard vs. nonstandard English, teacher language use, observing the language learner, classroom communication and learning, the changing role of ESL in bilingual education, the teacher's perspective, and learning style preferences. (MSE)

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ESL Students in the English/Language Arts Classroom

An Annotated Bibliography for Regular English/Language Arts Teachers

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November, 1989

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TESOL Bibliography

Ammon, Paul. 1985. Helping Children Learn to Write in English as a Second Language: Some Observations and Some Hypotheses. In The Acquisition of Written Language: Response and Revision, Sarah Warshauer Freedman, (Ed.). 65-84. Norwood,NJ:Ablex

Ammon examines whether the development of English writing among ESL students needs to be treated as a distinct problem, rather than attempting to fuse the two problems of helping children move from spoken to written language and helping children move from a first language to English. He concludes, after presenting data from a large study and focusing on two third grade children specifically, that some of his hypotheses might have been derived from existing research on writing development and second language learning. He suggests an emphasis on the communicative purposes of writing rather than using a "bottoms up" approach through grammar, vocabulary, and spelling.

August, Diane L. 1987. Effects of Peer Tutoring on the Second Language Acquisition of Mexican American Children in Elementary School. TESOL Quarterly. 21(4): 717-736.

August conducted two experiments to analyze the effects that peer tutoring had on children acquiring proficiency in a second language. The first experiment suggested that peer tutoring may enhance English proficiency for Mexican American children, while the second experiment showed the difficulty that limited-Spanish speaking children have in acquiring Spanish where English has more status. Thus, suggests that success depends on the latter rather than on the approach itself.

Bartoli Sunday, Jill. 1986. Is it English for Everyone? Language Arts. 63 (1): 12-22.

Bartoli explores the many negative side effects of labeling and tracking students. She discusses the background of mainstream competence and how cultural values have shaped our educational systems. She defines language arts competence and how it relates to the cultural majority. According to Bartoli, many of the solutions to the problems are problematic themselves. She concludes with a discussion of a program in which "English for Everyone" is truly provided.

Blatchford, Charles H. 1973. Newspapers: Vehicles for teaching ESOL with a cultural focus. In Cultural Bound: Bridging the Cultural Gap in Language Teaching, Joyce M. Valdes (Ed.). NY:Cambridge University press.

Blatchford conducted an experimental two-week workshop for university ESL students in which he used the newspaper to cross cultural barriers and allow for a multitude of opportunities for teaching the English language. In the article, Blatchford outlined numerous activities that he used with his students and discussed the success or failure of each. According to the author, the newspaper can be an excellent resource in the ESL classroom, depending on the situation and the needs of the students.

Boggs, Stephen T. 1985. Speaking, Relating, and Learning: A Study of Hawaiian Children at Home and at School. Norwood,NJ: Ablex

In this book, Boggs discusses the effects that a mismatch between home environments and school environments has on Hawaiian children. Boggs presents one pedagogical solution, the Kamehameha Early Education Program, which attempts to bridge the differences between home and school environment. The author gives a detailed background of the home environment of the children, examines how the children are functioining in the classroom, then presents the achievements of the KEEP program.

Brooks, Nelson. 1964. Culture in the Classroom. In Culture Bound: Bridging the Cultural Gap in Language Teaching, Joyce M. Valdes (Ed.). NY: Cambridge University Press.

Brooks addresses the problem of how to impart information that will be interesting and valuble to the foreign language learner. He suggest teachers begin their classes with short presentations to bring out differences and similarities between cultures. His list of 62 examples of presentations and discussion questions is aimed at clearing up misunderstandings of culture so as to provide orientation for both teacher and student.

Cortes, Carlos E. ED304241. 1986. Beyond Language: Social and Cultural factors in schooling Language Minority Students. Sacramento, CA: Bilingual Education Office. California State Dept. of Education, 1986.

The eleven authors represented in this book wanted to improve educators' understanding of minority students. They give analyses into the relationships between minority students and educators, focusing on the social factors, such as socio-economic status, attitudes toward minority groups, and immigration patterns, plus cultural factors that affect that relationship, such as self identity, child-rearing practices, and language use patterns. According to the authors, teachers have to: know the cultures of themselves their students and how it influences interaction in school; discover their verbal interaction style in classroom to find any discontinuities between home language; school language of their students; develop skill in cooperative learning; and improve professional knowledge. As a beginning, all educators must attempt to improve understanding of cultural influences.

Carrell, Patricia L. 1987. Content and Formal Schemata in ESL Reading. TESOL Quarterly. 21(3): 461-481.

Carrell conducted a study with ESL readers to investigate effects of comprehension of both culture-specific content schemata and formal schemata. Carrell concludes that although content is generally more important than form, both play a significant role in the commprehension of text. Teachers need to be aware in ESL reading of background knowledge of text content, especially cultural content. Students need to learn to recognize and use top-level rhetorical organization of text.

Chamot, Anna Uhl and J. Michael O'Malley. 1987. The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream. TESOL Quarterly. 21(2): 227-249.

In this article, the authors describe the components behind the Cognitive Academic Language Learning Approach (CALLA). This instructional method, which includes a content-based curriculum, English language development, and learning strategy instruction, is designed to be a connection, or a bridge, between ESL instruction and the mainstream classroom. The authors specifically define the components and include a lesson plan description. The lesson plans are divided into five phases: preparation, where teachers provide advance organizers; presentation teachers provide new information; practice, students apply learning strategies; evaluation, students plan to remedy any deficiencies; and the follow-up expansion phase, during which students relate new information to their lives.

Chamot, Anna Uhl and J. Michael O'Malley. 1986. A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum. Wheaton,MD: National Clearinghouse for Bilingual Education.

The authors give a detailed description of the Cognitive Academic Language Learning Approach (CALLA), which is content- based curriculum designed to make a transition for the ESL student into the mainstream classroom. They give examples of the approach and how it works with the English language through science, mathematics, and social studies. Each content area described includes detailed lesson plans and assessment and evaluation. CALLA may be useful for mainstream teachers with LEP students in their classes as well as for language teachers.

Collier, Virginia P. 1987. Age and Rate of Acquisition of Second Language for Academic Purposes. TESOL Quarterly. 21(4): 617- 641.

Collier investigated the effects of amount of schooling and age of LEP students on second language proficiency. She looked at different areas of achievement, including grade-level and subject-area. Results were discussed with each age level studied. The fastest achievers were the students in the study arriving between the ages of 8-11, while the lowest were the students arriving between ages of 12-15. Collier admits the limits of the standardized tests used in this study and states that development of cognitive academic achievement in the second language takes a long, long time.

Commins, Nancy L. 1989. Language and Affect: Bilingual Students at Home and at School. Language Arts. 66(1): 29-43.

Commins presents information gained from studying the effect that a newly formed bilingual program had on four students. She discusses the students' backgrounds, their language use at home and at school, their language proficiency in Spanish and English, and their reaction to the bilingual program. She concludes that since students' attitudes about themselves and their home language affect their progress in langugage development and academics, a focused native language literay component needs to be included in schools where there are ESL students.

Cummins, Jim. 1986. Empowering Minority Students: A framework for intervention. Harvard Educational Review. 56(1): 18-36.

Cummins states in this article that in order to empower minority students with the dominant culture, we must reverse the pattern of minrty student failure. In his theoretical framework, he emphasizes changes that must take place in four areas: cultural/linguistic incorporatioin within the classroom; community participation--involving parents in decision making; pedagogy--switching from a transmission model of teaching to a reciprical model; and assessment of minority students. The success of Cummins hypothesis is demonstrated through a program in a school district in California.

DeJesus, Susan E. 1985. Literacy and the Home:A true story. Language Arts. 62(8): 845-847.

In this brief anecdotal article, DeJesus discusses the problem of communication between the home and the school. According to her, neither the school personnel nor the parents are aware of what the other is doing and ultimately it is the child that suffers. She recommends that both sides make the effort to communicate in order to benefit the child.

Duran, Richard. 1987. Factors Affecting Development of Second Language Literacy. In Becoming Literate in English as a Second Language, Susan R. Goldman and Henry T. Trueba, (Eds.), 33-55. Norwood,NJ: Ablex.

Using relatively recent research, Duran begins his article with a background of social and psychological aspects of bilingualism. He presents results from a study involving Hispanic andwhite high school seniors, and from a survey of Hispanic college freshmen. His research suggests an influence of both cognitive and social factors in literacy of English. He also includes an overview of ethnographic research on literacy acquisition and an example of a different type of research.

Edelsky, Carole. 1986. Writing in a Bilingual Program: Habia Una Vez. Norwood,NJ: Ablex.

Edelsky reports the results from a one year study involving first, second, and third graders involved in a bilingual program. The students' writing abilities were analyzed, using both their languages. It is the researcher's belief that research in this area can improve understanding of the relation between important aspects of first and second language acquisition and use. The concept of whole language approach to writing is supported, and authentic writing is emphasized. According to Edelsky, teachers must examine the contexts they are providing for children, and acknowledge both internal processes and external factors in writing. This study was planned to document how historically low-achieving children succeeded in this program.

Enright, D. Scott and Mary Lou McCloskey. 1988. Integrating English: Developing English language and literacy in the Multilingual classroom. Reading,MA: Addison-Wesley.

This book deals with the problem of bringing together existing instructional and professional resources in order to improve knowledge about second language development in the classroom and better serve the needs of second language learners. The authors emphasize integration in the following ways: integrating English language learning with content and subject-matter learning; integrating the English language processes of reading, writing, and speaking; and integrating students' home language and experiences with their school languge and learning experiences. Enright and McCloskey have developed a model called the "Integrated Language Teaching Model" (ILT) that may be of use to classroom teachers, teacher educators, curriculum developers, and researchers.

Franklin, Elizabeth A. 1986. Literacy Instruction for LES Children. Language Arts. 63(1): 51-60.

Through numerous classroom transcripts and teacher interviews in two first grade classes integrated with Anglo and Hispanic children, Franklin found that the cultural and language background is blamed for their literacy inadequacies. The assumptions that the teachers bring to the classroom may negatively affect literacy development in minority and LES children.

Gathercole, Virginia C. 1988. Some Myths You May have heard about first language acquisition. TESOL Quarterly. 22(3)407-435.

Gathercole argues that some of the assumptions about normal first language acquisition have been inaccurate accounts. Three assumptions that she focuses on are: comprhension precedes production; children learn their first language in a systematic fashion; and children learn for the purpose of cummunication. Acccording the the author, the act of language acquisition is more complicated than these assumptions.

Goldstein, Lynn. 1987. Standard English:The only target for nonnative speakers of English? TESOL Quarterly. 21(3): 417-436.

This article reports that nonative speakers do have target language models other than standard English, and in this study Black English was the target language. It was found that extensive contact with Blacks is necessary for the assimilation of grammatical variants from Black English. The author listed several pedagogical implications for teachers. For example, teachers need to understand that standard English may not be the target for all their students; teachers need to know what their students' second language targets are, by looking at friendship patterns, asking who they would want to speak like, and noticing what situations they interact with native speakers; teachers need to help students decide whether standard English is necessary in their lives and discuss when they would need to use standard English.

Guthrie, Larry F. and Grace Pung Guthrie. 1987. Teacher Language Use in a Chinese Bilingual Classroom. In Becoming Literate in English as a Second Language, Susan R. Goldman and Henry T. Trueba, (Eds.),205-231. Norwood,NJ:Ablex.

Guthrie and Guthrie describe the interactions between teachers and LEP students in two settings: one with a Chinese bilingual teacher, and one with a non-Chinese speaking teacher. The authors wanted to see how the two teachers organized and conducted instruction based on whether they shared their students' language. Guthrie and Guthrie present the data from their study, and include some language use stategies for both bilingual and monolingual teachers, including using students' first language in brief translations to clarify instructions and as a "we-code" (language for personal connection); using more English in some lessons (reading) and less in others; and concentrating on clear and simple instructions and a more structured turn-taking routines.

Jagger, Angela and M. Trika Smith-burke. 1985. Observing the Language Learner. Urbana,IL:NCTE.

The editors of this book were interested in the process by which children acquire oral and written language and the conditions which facilitate learning. The Theorists represented in the volume rely on naturalistic research rather than on studying children's language in laboratory settings. The authors' purposes of the book are to synthesize recent findings on children's language development, make them accessable to teachers, and to demonstrate ways in which teachers can use the information. The book's focus is in four areas: 1) rationale for observing children's language and facets on oral and written language development,2)strategies and behaviors that children exhibit in regards to language learning, 3)studying ways in which school-age children use language, and 4) the importance of continually studying the effect of curriculum and instruction.

Johnson, Donna M. and Duane H. Roen (Eds.), 1988. Richness in Writing: Empowering ESL Students. NY: Longman Inc.

The authors represented in this volume offer resources to theoreticians, researchers, and practioners interested in writing in a second language. This book was designed for a large audience, from elementary teachers in mainstream or ESL programs to university level teachers in varios programs. The authors emphasize three goals for student writing, writing development, L2 development, and the empowerment of language minority students through nondeficit models of schooling. Many of the authors argue that the point of departure for writing instruction is the students themselves.

Krashen, Stephen and Tracy Terrell. 1983. The Natural Approach: Language Acquisition in the classroom. Oxford:Pergamon Press.

Krashen and Terrell present their theories concerning the Natural Approach method of language acquisition. They provide a brief description of the Natural Approach, in which they emphasize the principles involved: comphrehension precedes production, production is allowed to emerge in stages, the course syllabus uses communicative goals, and activities in the classroom must focus

on relevant topics to the students. The authors include a detailed treatment of theory and numerous examples of how this approach works in the classroom.

Lindfors, Judith W. 1987. (2nd ed.), Children's Language and Learning. Englewood Cliffs, NJ: Prentice-Hall.

Lindfors' book examines dimensions of language, the process of language acquisition, how children use language, and the various backgrounds that children bring to school, and how that affects their interaction in the classroom. She applies much of this information to the exchange that takes place between teachers and school children. She also includes recent sociolinguistic research and its implications in the classroom.

Lindfors, Judith W. 1986. Research Currents: English For Everyone. Language Arts. 63(1):76-84.

According to Lindfors, today's classrooms are filled with students communicating in various forms of English, depending on their social backgrounds. She explores numerous types of "Englishes" found in young children and discusses many implications for the classroom teacher. Teachers need to realize that all children have well-developed system for communication, and that they may be different from each other's. A teacher's way of questioning and storytelling may be unfamiliar to many students, so should be adjusted. Many teachers use "topic centered" discourse while their students use "topic associating" discourse. Awareness of such discrepancies will help teachers better understand student's behaviors and responses and help students become aware of differences in discourse patterns and their meanings.

Milk, Robert. 1985. The Changing Role of ESL in bilingual education.TESOL Quarterly. 19 (4): 657-670.

This article reviews recent research in two separate areas, bilingual education and ESL, to make some generalization about what constitutes effective instruction in both areas. Milk discusses effective bilingual teaching , and features that identify it, including, "active teaching behaviors," using cultural referents, use of two languages, and integration of English language development in regular class instruction. Effective ESL instruction is focused on "communicative language teaching," and Milk argues that teacher methods courses in both areas need to be integrated.

Ogbu, John U. 1985. Research Currents: Cultural-Ecological Influences on Minority School Learning. Language Arts. 62 (8): 860-869.

Ogbu explores the question: "Why do some minority groups persistently fail in schools?" He describes tow types of differences evident in minorities, primary and secondary cultural differences. His discussion of three kinds of minorities, autonomous, immigrant, and castelike, leads to a specific explanation of why castelike minorities have the most difficulty in school. He advises teachers and schools to try to understand these differences to effectively work with minorities.

Oster, Judith. 1989. Seeing with different eyes: Another view of literature in the ESL class. TESOL Quarterly. 23(1): 85-101.

By studying point-of-view in literature, Oster's students attain insight into numerous aspects of culture and language. She states that a discussion of point-of-view in stories heightens student awareness that there are different perspectives, which, in turn, will facilitate language learning. Oster gives numerous examples of literary works that can be used in this capacity.

Penfield, Joyce. 1987. ESL: The Regular Classroom Teacher's Perspective. TESOL Quarterly. 21(1): 21-39.

In this article, Penfield analyzes the results of a survey of regualr classroom teachers' perceptions of LEP students and ESL teachers. Five categories of concern were analyzed: programmatic setting and instruction, training needs, LEP students and their parents, peer interaction, and the role of the ESL teacher. Based on survey results, Penfield gave three broad recommendations: 1) more training for regular classroom teachers with LEP students, either in preservice or inservice for both teachers and administrators. 2) ESL teachers need to devote professional time to advising how to teach LEP students. 3) Teacher training programs must teach ESL teachers how to train the regular classroom teacher.

Piper, David. 1986. Language Growth in the Multiethnic Classroom. Language Arts. 63(1): 23-36.

According to Piper, conflict, which appears in so many forms in our society, must be discussed openly in multiethnic classrooms in order to allow the students full expressioin. In addition, Piper discusses the development of multicultural policies and lists three classroom approaches designed by various scholars, including: 1) using traditional stories from culturally varied sources, 2) focusing on children's awareness of different home languages and differing backgrounds and 3) increasing children's sensitivity to and awareness of racism and discrimination.

Piper, Terry. 1986. Learning about language learning. Language Arts. 63(5): 466-471.

Piper discusses the research surrounding the subject of second language learning. She uses an anecdote about a kindergartner in her study to present data concerning how young children acquire a second language. She reasons that by the age of three, children are probably treating the two languages as separate systems. Piper found that her subjects treated the use of two languages, English and Portueguese, as a single language. Piper would not resolve whether the acquisition of two languages was successive or simultaneous, but the young subject could use the appropriate language, on the basis of setting.

Reid, Joy M. 1987. The learning Style Preferences of ESL Students. TESOL Quarterly. 21(1): 87-111.

Reid reviews the current literature concerning learning styles and cognitive styles for native and nonnative speakers of English, then presents the data collected from a survey to identify learning styles. Variables included, language background, length of time in the U.S., length of time studying English in the U.S., and age of the student. Reid discusses the implicatioins of trying to match students learning style preferences with teachers.

Rigg, Pat and D. Scott Enright. (Eds.). 1986. Children and ESL: Integrating perspectives. WAshington,DC:TESOL.

The five scholars represented in this book want to emphasize the integrative nature of language learning, language teaching, and language study. With a belief that teaching and researching are enriched when the same people do both, the authors integrate the distinct perspectives between teachers and researchers. Topics in the book range from the investigation of research and how it relates to a child's language writing and reading development to how classroom interaction contributes to language and conceptual development. Since the focus of this book is on teacher as researcher, studies are presented in such a way as to promote research in an individual's classroom. Woven throughout the five studies are implications for instruction and classroom strategies that the subjects used.

Saville-Troike, Muriel. 1984. What really matters in second language learning for academic achievement? TESOL Quarterly. 18(2): 199-219.

Saville-Troike conducted a study in order to find out why a group of children beginning the school year at the same level of English proficiency ended the year at different levels. The author concludes the article with five generalizations that can be made concerning the differences. She emphasizes a need for academic competence, vocabualry learning, and less time spent on grammar and pronunciation.

Spack, Ruth. 1985. LIterature, reading, writing, and ESL: Bridging the gaps. TESOL Quarterly. 19(4): 703-725.

In this article, Spack encourages the teaching of literature to college-level composition students regardless of their area of study and whether or not the teacher is necessarily trained in teaching literature. She proves, through citation, the benefit from instruction which focuses on the connections between literature and composition. Spack goes on to describe the course she teaches, using the "write-before-you-read" procedure, which proves to be highly successful. She gives several suggestions for writing assignments, connected to literature. For example, write-before-you-read, free-writing on literature, create a tenative thesis, which follows the free writing. All were used in an ESL college-level class, but could be appropriate for many levels.

Spolsky, Bernard. 1988. Bridging the Gap: A general theory of second language learning. TESOL Quarterly. 22(3): 377-396.

In this article, Spolsky examines the requirements for a general theory of second language learning by studying conditions of language learning. He includes five features of the general theory: 1) generality: combining in a single theory all aspects of second language learning; 2) emphasis on the need to be precise on the nature of goals and outcomes of learning and how conditions will most likely lead to each of them; 3) language learning is integrated and interactive--all potential connections must be tested; 4) it is a preference model, allowing for valued ectecticism; 5) recognition of the need to establish this general theory in a social context. In addition to the five features, he discusses conditions for second language learning, a prose description of the model, and how to test a preference model. A particularly valuable article for and inservice course rather than individual reading.

Trueba, Henry T. 1987. Organinzing Classroom Instruction in Specific Sociocultural Contexts: Teaching Mexican Youth to Write, In Becoming Literate in English as a Second Language, Susan R. Goldman and Henry T. Trueba (Eds.), 235-252. Norwood,NJ:Ablex

Trueba's intention in undertaking his study, which took place over a two year period, was to monitor the process of skill acquisition in writing instruction. He was searching for a better understanding of the nature of writing instruction as a process, the conditions for its effectiveness, and the relationship between actual instruction and learning outcomes. He shows some ways in which teachers can help minority students engage in effective written communication in English, such as: suggesting a more systematic comparison and contrast of the students' compositions, giving relevant and controversial writing tasks that will motivate students, giving students a more active role in the classroom.

Urzua, Carole. 1987. "You Stopped too soon": Second Language Children Composing And Revising. TESOL Quarterly. 21(2): 279-304.

Urzua presents information gained in a six month study of four S.E. Asian children which she wanted to try the writing process instruction and to study ways the children used the process. The authors found three areas of growth in the children's writing: an sense of audience, of voice, and of power in language. Urzua includes the writing drafts of the children and transcripts of taped conversations and excerpts from the children's journals.

Ventriglia, Linda 1982. Conversations of Miguel and Maria. Reading,MA: Addison-Wesley.

Ventriglia presents various strategies that children use as they learn a second language. She gathered the data through naturalistic observation in classrooms. The emphasis in this book is on a social learning approach to second language learning. The descriptions of the children's strategies, for example, bridging, chunking, creating, among 13 others, are designed to allow classroom teachers to provide a learning situation congruent with students' natural

learning methods. According to Ventriglia, teachers should stress communicative principles in teaching derived from these natural learning strategies of the children.

Wald, Benji 1987. The Development of Writing Skills Among Hispanic High School Students, In Becoming Literate in English as a Second Language, Susan P. Goldman and Henry T. Trueba, (Eds). 155-185 Norwood, N.J.: Ablex

Wald emphasizes the similarities and differences between the skills of early and late learners of spoken and written English in advanced high school students in an east Los Angeles bilingual community. Wald asserts that although studies have established a connection between literacy in first and second language, they do not specify which skills transfer or how the transition takes place. He gives the details of his study, concluding that both English skills, whether oral or literate, and first language skills contribute to English literacy. Wald's intention is to draw attention to this subject in order to gain more knowledge.

Wallace, Catherine 1986. Learning to Read in a Multicultural Society: The Social Context of Second Language Literacy. Oxford: Pergamon Press.

Intended for teachers of reading to adults of children who are learning to read in a second language, this book places the relationship between language and literacy, using six case studies involving learner-readers, with focus on the reading process itself. She charted their strategies and development in response to different texts and different teachers to see the learning-to-read process in content. The three principles that Wallace is guided by are: reading is to do with language, the function of written language is to communicate, and reading makes sense in context. The topics she includes are: the social context of the second language reader; the reading texts; readers, writers and the reading event; learning to read-learner, teacher and text; the language of the learner and the language of the text; developing early literacy, extended reading, and what to read.